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ABSTRACT

The educational needs of working women and the educational programs which are open to them are discussed in this report. The conference focused on working women as a new student group. Conference participants from higher education, labor unions, and industry exchanged ideas. Topics discussed include outreach on the part of educational institutions to working women, characteristics of women students, and problems peculiar to working women when they become students. A student panel presented four case studies of women who returned to school to highlight problems and rewards which other women might encounter. The keynote speech addressed the university's interest in the working woman as a student. It was followed by a discussion of five model programs which have been successful in educating blue-collar workers in New York and Detroit. Suggestions for designing a network to attract women students and create a clearinghouse on educational programs for women workers were presented. Five guidelines for creating educationally innovative programs were suggested at the conclusion of the conference: (1) prepare for a long struggle; (2) plan the campaign; (3) make it a team operation; (4) be flexible; and (5) seek insights. A directory of conference participants is included. (Author/DB)

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PROCEEDINGS

TOWARD A STATEWIDE NETWORK OF EDUCATION PROGRAMS FOR WORKING WOMEN

A Conference Sponsored By

Working Women's Program for Research and Education

New York State School of Industrial & Labor Relations, Cornell University

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March 25, 26, 1976
Syracuse, New York

Proceedings Editor
Constance T. Colby

TOWARD A STATEWIDE NETWORK OF EDUCATION PROGRAMS FOR WORKING WOMEN
Conference Program

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Welcoming Address

WHY THIS CONFERENCE?

Barbara M. Wertheimer
Director, Working Women's Program for Research and Education
NYSSILR, Cornell University

On behalf of the New York State School of Industrial and Labor Relations, Cornell University, and the State University of New York, I welcome you to this conference, "Toward a Statewide Network of Education Programs for Working Women." The conference has grown out of talks that began about a year ago with two people who could not be with us tonight, Mrs. Maurice T. Moore, President of the Board of Trustees of State University, and Dr. Kenneth MacKenzie, Provost for Lifelong Learning, who is unexpectedly out of the country on another educational mission.

For several years my associate, Anne Nelson, and I have been developing credit and non-credit programs especially for working women, most of them members of labor unions in metropolitan New York. There is the same need in other parts of the state for relevant programs for women in blue collar, clerical and service occupations. The conference which opens today will explore this subject. We gratefully acknowledge the funding from Carnegie Corporation of New York so that we could bring together this distinguished group representing institutions of higher education, labor unions, and industry. The conference itself was planned with the assistance of a state-wide committee* whose ideas and enthusiastic cooperation have made this program possible.

But why a conference to focus on working women as a new student group? Women already constitute 53 percent of all adult students. But that is only part of the story. Women are moving into the workforce at an increasing rate and now make up forty percent of all workers, but women in blue-collar and clerical jobs are under-represented in the ranks of adult students at both four-year and two-year institutions. These are not the women at school, and, in fact, most institutions of higher education do not reach out to working class women, a finding verified in a survey done by the Associated Colleges of the Mid-Hudson Area. Even labor studies programs of university extension services report that only 20 percent of their students, on an average, are women workers.

In addition to the lack of out-reach on the part of educational institutions, other barriers stand between working women and higher education. Women still hold two, often three jobs: the one for which they are paid, and also their homes and family. Increasingly they are the sole support of these families. If women return to school they face problems of child care, transportation, and management of their time. They must cope with guilt feelings about the hours they spend away from their families, and the hours they allocate to homework. With our own student body, women also active in their labor organizations, we find that what they tend to give up in order to come to school is sleep. An informal survey taken in some of our classes revealed that students averaged between 4½ and 6 hours sleep a night. These are women who have decided it is <u>their</u>

* See Appendix A for names of committee members.

time now to do something for themselves, and have elected education as what they want most to do. Often they find their families supportive and helpful. But sometimes they do not. Then there is trouble; for learning is addictive, once you start you don't want to stop.

Other barriers which sometimes prevent ongoing programs from reaching working people, women or men, may be inherent in the programs themselves. Subjects offered may seem to lack relevance. Moreover, women report that registration procedures can be overwhelming. Course time may be a problem, and cost. This is especially true for women workers, who average just 57 percent of what men earn for full-time, year-round work.

Some of the problems that I have mentioned were highlighted in a national survey made in 1971 of 750 colleges and universities: 95 percent said they offered degree programs for adult women; but only 49 percent were found to have any flexibility in hours, course load, or other procedures to meet adult needs.[1]

But it is not enough to recognize the special problems of working women and provide more flexible programs to meet their needs. We must also develop some less tangible goals for ourselves:

--Have we reinforced women's awareness that they have the right to study? For example, they may need help in coping with opposition at home or even on the job.

--Have we built student self-confidence? Administrative procedures can be cold, confusing and defeating--they must be humanized. Courses need to be tailored to students as working adults and should build on what they already know.

--Have we taken cognizance of home and union responsibilities? These sometimes represent obstacles to continuous study, even part-time, and students need help when such conflicts occur.

--Have we enabled students to learn together? These are not necessarily candidates for independent study or external degree programs. They want the support and contact that a group-learning situation provides.

--Have we understood that many women are trying hard to make up for lost time? But they are handicapped by rusty skills and, often, by inadequate preparation. They have a sense that time has slipped through their fingers, and they are in a hurry to catch up. They are serious students who push themselves and who want the same credentials everyone else seems to be getting. They feel that modern society seems to use a degree to define first and second-class citizenship.

But we walk a tightrope: today credentials do not necessarily lead to a better job. To the highly motivated student who succeeds in earning a degree through

hard work and sacrifice, it may seem like an unfutured world indeed. Students and institutions alike must understand this frustration and also learn to find other outlets--in community and union work, for example--which utilize creativity and reward achievement.

The working women who could be students are there, waiting in the wings. Between 75 and 90 percent of all the well-qualified students who do not at present go on to college are women.[2] These women are potential students; they could be part of the highly motivated, exciting student body of the future. Our experience in Trade Union Women's Studies in Metropolitan New York indicates that they are good candidates for both two and four-year degree programs, and at a time when college enrollment figures are beginning to level off, this is important to acknowledge. They are important potential allies who can and should be enlisted in support of public two and four-year educational institutions.

It is our hope that in the coming 20 hours this conference can consider the needs of this group of potential students, and the methods of out-reach that can open increasing numbers of programs to them. We will be asking a number of questions. Where do institutional interests lie? Can ways of cooperating be developed that capitalize on the strengths of each institution and avoid duplication? Can we work out better ways to reach this new audience? Can we find sources of funding for a consortium of cooperation? It is the hope of the conference planning committee that, together, we may begin to find some answers to these questions.

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1. W. Todd Furniss and Patricial Albjerg Graham, editors, Women in Higher Education, Washington D.C., American Council on Education, 1974, p. 46 (surveys by R. Oltman and J. A. Mattfeld.)

2. Women's Stake in Low Tuition, American Association of State Colleges and Universities, 1974, unpaged.

RETURNING TO SCHOOL - PROBLEMS AND REWARDS

Student Panel

Anne Nelson, Associate Director, Working Women's Program for Research and Education, chaired the panel of working women who had studied in four different programs in the State but who shared a motivation to complete their education. All four combined full-time jobs, home responsibilities, and participation in labor unions or community programs with attending college at night. In introducing the Panel, Anne Nelson explained that the students represented in fact what the conference was all about. She asked them to tell their stories: the difficulties they faced in the way of family and personal problems, and what their educational experiences had meant to them.

I. Dorothy Paul

Dorothy Paul was graduated last year from the Experienced Adult Program of the College of Saint Rose, Albany, sandwiching early morning and evening classes between her full-time job, and her activities as president of the Albany Interracial Council. She is the mother of seven children, ages 12 to 24, and three grown step-children.

I have been involved in community activities for a long time, even when I was in school as a young girl. I think the fact that I was involved in the community was an incentive for me to want to continue my education; most of the people that I dealt with had earned their B.A. degree or B.S. degree. Education seemed like an absolute necessity. I was also involved in a lot of the community organizations, usually on the personnel committee, and I was always interviewing people for executive directors and high-level positions. I thought that maybe the day would come when I would be on the other end, being interviewed for a position. And the only way that I could do this was to go back to school and try to get a degree.

I worked at the State Education Department in the Officers' Council as a Senior Stenographer, temporary; I worked there seven years. I got very bored doing a dictaphone machine. I think I did a good job, but if you do it year after year, you either become an expert or you just give it up.

Meanwhile, I was also active in my community. One day, while I was on a committee that was interviewing for an executive director for a street academy, which is an alternative education program in the City of Albany, I just happened to mention to Sister Harmon, who was on the school board, that it would be nice to be interviewed myself for the job instead of interviewing some other person. She introduced me to the Experienced Adult Program at the College of Saint Rose. It really was a whirlwind thing because within a week she had me at the school with

an appointment for an interview. I didn't realize that within seven or eight days I was going to be a student at the College of Saint Rose.

I had no idea where the money would come from. I went back to Sister Harmon and told her, "This is fine, I can start tomorrow, but I don't have any money." She said "Don't worry about that, we'll take care of it." For two and one-half semesters I got scholarship help to pay my tuition. I did have to borrow some money, and one time a community person who had money was interested enough in me to also pay for a semester, so I really had a lot of help in going through with my education.

My children helped too, because they were excited about my being in school. We did homework together. When they went any place where I was known in the city, people would say, "Are you Dorothy Paul's daughter? Be sure to grow up to be like her." Sometimes that worked out fine. Of course, sometimes they wished I was not their mother, because I was always so busy.

There were nights I was doing homework at one or two o'clock in the morning because I had to attend a meeting earlier in the evening, or help with the children, or be at the PTA, so it wasn't always easy. Sleep was the thing I got least of. But if you have a determination that this is what you want to do, you will continue to do it. You really have to be motivated inside; you have to see some future in what you are doing.

After I started school, I got a job at the Whitney Young Health Center as an administrative coordinator training secretaries and ordering supplies. Now I coordinate the Center's health services. While the Center allowed me time for my classes, I always made this up by giving lunch hours or through the evening meetings that I attended.

The one thing I did not want to do as a student at Saint Rose's was have the school say, "Well, Dorothy Paul, you are a minority, and you are a woman, so we'll just push you through and give you that paper." When I came out of Saint Rose, I wanted to be able to compete with anyone in my field. I do feel that I got a good education there. I learned how to write properly, how to enjoy Shakespeare, which I had never really read before. I learned what the word "existentialism" meant, and I read some books by some existentialist writers.

I had a husband to whom it really didn't make any difference one way or the other whether I learned or not. If I went, fine; if I didn't, it didn't matter, though I can't really say that he complained. By the time I graduated, he wasn't there at all. I don't know whether that was his answer or not, but that is the truth about what happened.

I am proud of my children. One daughter is at Brockport and graduates in speech therapy. Another is a senior steno with the state. Another works for the City of Albany. So far, my children all are doing well. The younger ones are still in school. For myself, I plan to earn a master's degree in health administration at Russell Sage College starting in September.

Part of my job at Whitney Young is to work with adults who want to go back to school, and help them get into programs like the community law program, where they can become outreach workers. I have borrowed money from organizations to help pay their way. So I am working with other adults who want to do the same thing I have done.

I am making a reasonably good salary at Whitney Young, but most important, I am now in a decision making role, involved in the really key programs that go on at the health center.

II. Grace Weiner

Grace Weiner completed the year-long Trade Union Women's Studies Program at the Metropolitan Office of Cornell's School of Industrial and Labor Relations and has continued into the second year Labor/Liberal Arts. She is a dental hygienist in the Public School System of New York City, and a member of District Council 37, American Federation of State, County and Municipal Employees, where she is a chapter chairperson for her local union.

Two years ago the prospect of my being a member of such a panel was just about as remote as the prospect of my going back to school for a degree. Today I find that I am doing both. I am now and have been for more than twenty years employed by the New York City Department of Health as a dental hygienist. In fact, as I told the Bureau Director very recently, it seems that I went from the womb to the Department of Health. I don't remember anything else in my life except cleaning teeth -- and I am so tired of cleaning teeth.

In the beginning it was a job that I considered interesting though not especially challenging, and secure though not particularly financially rewarding, but, for a while, I enjoyed my work. It never occurred to me that I would want to do anything other than what I was trained for. Besides, dental hygiene, a field limited exclusively to women and therefore not very lucrative, never afforded me much leeway financially to strike out in other directions.

About two years ago, however, the signs unmistakably pointed to the fact that we as city workers were no longer secure in our positions. Since I was self-supporting and also contributed to the support of my mother, I was panic stricken. Where would I go -- what would I do. I only knew how to clean teeth; I didn't know anything else.

But jobs in private practice were becoming fewer, and for those few that were available, there were more than 30 applicants for each position. Even more than medicine, dentistry is a field in which the female "ancilliary" is in a dead end position. The dentist just isn't about to relinquish any of his authority and he has fought to keep the hygienist from any upward

mobility; this is in direct contrast with medicine where many important things are happening to the ancilliary professions, with new jobs being developed, such as physician aides, paramedics and pediatric nurse associates.

So in the dental profession we are kept within very tight bounds. This is one of the reasons why I became so dissatisfied with the job. The other is the fiscal crisis in New York. Everywhere in the city the impossible is happening: people are being laid off from Civil Service jobs, while jobs in the private sector are just not available.

I had to face an important question: how does a person go about getting retrained -- how does one change one's method of earning a living in the middle of one's life? If there was to be any change in my life, I clearly wanted it to be a complete change. But where does one go with no experience or training? Friends suggested that I go back to school and get my degree. That sounded great except for two major obstacles, one of which was financial, the other the worry of going back to school as an adult student. Could I put in a full day's work and then devote sufficient time and effort to reading, studying, doing homework, going to the library and writing papers?

Would I also be able to fulfill my obligation as Chapter Chairperson of the Dental Hygienists and member of the Executive Board of my local? It just seemed impossible, and feeling very defeated, I put the whole thing out of my mind.

Then one day, a little more than a year and a half ago, I received a newspaper article in the mail. It was sent to me by one of my friends, an ardent feminist particularly attuned to the problems facing working women today. She knew of my wish to do something different with my life and of my interest in my union activities. The article was about the Trade Union Women's Studies, a course given by Cornell in New York City.

I called for information and it was almost too good to be true. Here was a program of labor studies for women! It was tailor-made! I applied immediately and, to my delight, I was accepted. Here were people who really understood. It was not a matter of lip service but of total dedication. In our society today working women are not encouraged to go back to school. We really aren't encouraged to do much of anything, especially anything construed as a "threat" to the "male provider." Therefore, we need special programs like this one with special attention paid to our specific needs.

The fact that the program was intended specifically for women was very important in my case. If I had to return to a co-ed class in a field primarily thought of as a "man's field" I might have been more inhibited, especially in classroom participation. After all, how does an inexperienced woman dare compete with a man on his own turf? What was clearly needed and what was given to us by the Trade Union Women's Studies was the camaraderie of studying with women -- with <u>trade union</u> women -- which immediately gave us a common frame of reference. The love and support that

we derived from each other was one of the most beautiful aspects of the program. It has been an absolute pleasure to disprove the theory that women do not like other women, can't work with them and can't get along with them -- NONSENSE! Women are supportive of one another.

The courses for the first year of this program are especially geared to women. In addition to labor studies, classes are offered in the basic skills in writing and in public speaking. If I am able to communicate anything to you this evening, it is only because of my teacher in that program, who is also my advisor and my friend.

In contrast, the second year of the program is "desegregated" and I am now studying together with the men. The difference is that I am more sure of myself than I would have been, if I had not had the Women's program, and I am no longer afraid of the competition. As a matter of fact, I am finding out that men do not have all the answers.

After finishing the Labor Liberal Arts program of Cornell, my plan is to go further for my degree in this field. When I get it, I will then have a whole new career and a new life ahead of me.

Recently, I heard a speaker from the National Labor Relations Board. Until then I had thought that perhaps I would have a future with a trade union, but he talked about his job, about how it's a 9-5 job, Monday through Friday, except for when you work evenings and weekends and holidays. Then he told us that morning he had been up at 5:30 at the Fulton Fish Market with his raincoat and collar up, skulking around corners getting information on a case. Then and there I was sold.

The working woman returning to school needs more funded programs and programs with a greater variety. Working women need the opportunity to explore their potential, to break out of the safe little niche that society has allotted to them to do the things that they are capable of doing, but have not been encouraged to do. Women have basic fears and insecurities, but they know that there is something more they want out of life and are determined to reach out for it.

I am no longer afraid of my future for I know that I have one.

III. Ruby Hughes

Ruby Hughes was a student at Empire State College in Albany until December. She directs the Sheridan Hollow Community Center as a volunteer and earns her living as a family day care mother. She has six children of her own, aged twenty-six down to seven. Among the skills she learned as an adult student, she says: "As president of the Albany County Family Day Care Association, I used to walk into the Administrative Offices which handle family day care to fight. Now I walk in to negotiate.

I returned to school because I felt two things were happening to me: I was getting older, and my children were leaving home. I knew I would have to be self-supporting, but had no professional background, no educational background, and I really didn't want to continue through life minding other people's children. Even though I was a community leader, with only a high school diploma I could earn no money there. I also felt that getting more education would keep me from having to go on welfare again.

Besides, I wanted to be something besides an advisor. I'm always an advisor, advising, advising. If I can advise so much, then why shouldn't I be able to sit in that "seat." Today's world calls for papers -- and I feel that I want those papers before I'm too old to sit in that "seat." But without a college degree today you will not get anywhere. I have six children that I am bringing up alone -- actually, seven, because my aunt died and I took in her son last year. They are all grown or teenagers but one. Then I have a young grandson and granddaughter. When they are all in school, I still take care of five children belonging to others. Then, after school, I go up the hill and open up the community center so that the children in my community can have tutorial services, arts and crafts, and be off the streets while their mothers are working.

But all this gives me no recognition in my community. I needed to learn to be more effective. One thing I've learned since going to Empire State is how to approach the enemy. Before, I used to go in and I used to tell them...I can't even tell you what I said, but I used to get results. But people said, "Well, Ruby, you know, you got it there, but you're going about it the wrong way. You have to meet them on their own ground." I knew that I couldn't do that unless I went to school. I had to learn how to write a nice letter, to get in the door without cursing anybody out. There's a knack to everything. The letter has to get across what's needed in the community. I was encouraged to go back to school. There's a lot of us out there going back to school and encouraging others to go back too.

When I did decide to go back to school, my mother, who only has a fifth-grade education, was pleased. I was the first one in the family to go to college. I have a daughter who just entered college, and another daughter who will be learning x-ray technology at Memorial Hospital in September, and one who is a product of the Street Academy, and already has credits to graduate in June.

I feel proud to stand up here in front of you, but I also have some problems. I got lots of help from my family. My daughters would come home from school in time to watch the children so that I could meet my college mentor, so that I could do my research, so that I could go down and get most of the things that I needed. We had a schedule...whoever got out of school first, would get home first, and better not be late. I found it hard to have to get up at 6:30 in the morning and greet my first baby at seven, to get my children ready to go to school, then watch children all day, and in the meantime open up the after-school center, go to meetings at night and still accomplish what I had to do for classroom preparation. But I did do two things: I completed a handbook on family daycare which explained how to apply for family daycare, where to go, what the costs are, and how to set up an educational program for family day care providers (for which they receive college credits in continuing education). Out of this came a training program for senior citizens who now sit for the providers: I have one sitting for me while I'm here today.

I felt very pleased with myself when I got the training programs together, because it was so hard to encourage mothers like myself to take the course. They felt that they had been out of school for so long that there was nothing actually there for them. So I had to negotiate for them -- and I'm a good negotiator. I got the county commissioner to approve our program, which we first set up experimentally with State University. We had volunteers come in on Saturday mornings and teach our session, and then we went one night a week to the YWCA and other agencies that let us have their buildings. And we got up to sixteen credit hours that we could put into a form to hand into Empire State and to the General Studies Department. The commissioner didn't believe all of this until we finished it. But we finished it in August and showed it to him through what we called an educational buffet. Everybody who had learned something in the nutrition class made a covered dish. Then each person took part of whatever she had learned and wrote a paper on it. We set up displays and invited everyone from the Department of Social Services, the Childcare Department, and our teachers and professors to come. They were proud of us; they really didn't think that we could do anything but change diapers and powder behinds.

I was proud of that program and out of it came the Department of Social Services County Level Training Program for all Family Day Care Mothers. We have finished one and begin another training course next month. By the time that is over, 55 family day care mothers will have had some professional training. I feel good because I have convinced other mothers like myself to want to go back to school. These things are accomplishments that I feel I have both earned and learned from going back to school.

I am not in school now because of financial and administrative difficulties. I had to withdraw. But I cannot say that I have finished my education. I know that I can't achieve my goal if I don't have a professional background. So I intend to go back. I hope my being here today will help to point up some of the problems besides lack of money that force us to drop out. When women like me go back to school, we haven't been in the classroom for many years. You can't treat us as if we were 19 year-olds who come straight from high school and know exactly what is going on. If we don't have that comforting arm, we may leave. So please remember this: the inner-city people who want to learn need more care and more affectionate help from the people that sit at the administrative tables of all those schools that want to reach out to us.

IV. Sara Vickers

When a member of the United Automobile Workers is elected to the Plant Caucus, it is an honor. Sara Vickers of Buffalo was. She also serves on the union Elections Committee, Fair Employment Practices Committee, Recreation Committee, and CAP,

the political action arm of her union. In addition, she works with prisoners at Auburn. On top of all this, and raising a family, she has returned to school, and attends the Buffalo Labor Studies Program of Cornell's School of Industrial and Labor Relations.

I first became aware of my need for knowledge in labor relations when I was hired at General Motors Chevrolet division four years ago. What happened was that I was ill one day, and when I returned to work the foreman seemed to have decided that it was "Get Sara Day." I gave him a doctor's note, but he proceeded to write me up. Well, I knew something was wrong: he shouldn't have done that. I asked him to call my union committeeman, to defend me. As it happened, my committeeman was out of the plant for the week, and his alternate came instead. This guy was unbelievably limited and so nothing came of it. The workers around me agreed that it shouldn't have happened that way, but no one could point me in the right direction to get help. Being green, I didn't know to go directly to the union hall or to plant labor relations, and as so many of us do, I just forgot about it.

But about two weeks later, I found a flier describing a program Cornell was offering. On the sheet was a number to call. It came in the nick of time. I realized that I needed to call this number, and I did. At the time I was working the second shift and Cornell only had night classes. That posed a problem, but I kept in touch for two years and finally, when I got on the day shift, I enrolled in school. That was the beginning of it. Then my problems really started!

As the mother of three children, and not having a car or even knowing how to drive, I had a problem getting back and forth to school. There is no direct bus route, and public transportation would have added about 1-1/2 hours each way to my evening -- and you need that time for washing clothes or preparing supper or just hollering at the kids! So I had to beg, borrow and steal rides to and from school. But everyone was helpful, and I got those rides.

Then, I hadn't been in school for thirteen years. It took a little adjusting, but there was a tutor available for people like me who did not have all the skills polished for writing papers and using correct spelling. So that wasn't so hard after all.

Meanwhile, I found that when my children, who were only average students as far as their grades were concerned, saw how hard I was studying and struggling to keep an "A" mark, their attitude toward school changed. They became above-average students. My teachers were great. I never remember teachers being like that when I was in school before. I am fortunate, too, in the area of finances, for my union has negotiated a tuition refund program with the company and after each term I get my costs refunded.

I have gotten so much out of this whole experience. What I have learned has enabled me to perform in my union as an asset, and understand what is happening there and how I can participate even more. I also see that even though I have already learned a lot, there is that much more to learn. So I plan to continue my studies after I graduate, and go on to another school. This program has given me a thirst for knowledge.

In the two years that I have been in the program, there have been two ultra high points. First, last year I turned in a term paper about the Industrial Revolution, and when I got it back, there was a little note attached asking me to bring it down to the Cornell office to be xeroxed and placed in the library. I have never been honored so in my life. The second high point is being here tonight.

Panel Summary

The common thread running through the stories of these four students from four different programs is their motivation and drive to return to school. They were ready: even with all their other responsibilities, they went back. In several cases, special recruitment helped. Dorothy Paul was encouraged personally by one individual; Sara Vickers found a leaflet at her plant with the phone number to call just when she most needed it. Each of the students feels the need for credentials in a world that is increasingly setting "that paper" as a requirement for moving up. All of the students agree with Grace Weiner that the most important part of a program is that extra help that enables you to stick: the love and support students derive from each other and from their teachers, tutors, and others who care. Finally, these students found that their families, too, were changed. Their thirst for knowledge, their concern for education spilled over and enriched not only the student's life, but the lives of her children as well.

KEYNOTE ADDRESS

The Interest of the University in the Working Woman as Student

Bruce Dearing
Vice Chancellor for Academic Programs
State University of New York

There are at least three concepts of the term "university" that we need to think about as we pursue the subject of this conference: the development of a network in support of the working woman as student.

One concept is that of the large institution, such as the State University of New York and Cornell University, which together represent a public commitment of the State of New York. These institutions interlock through the School of Industrial and Labor Relations and a network of graduate centers, arts and science colleges, community colleges, and agricultural and technical colleges, together committed to the land-grant tradition of education in a democracy. They are proud of their relationship to that concept of the Morill Act, which is concerned with the education of the sons and daughters of artisans, farmers and workers, and education not only in the agricultural and mechanical arts, but also in the classics and liberal arts. These two universities (and both really are university systems, with the far-flung extension efforts of Cornell and the many campuses of SUNY) form a substantial network within the concept of university.

There is a generic meaning of the term "university," and that is the university-as-a-whole, providing post-secondary education and including the independent sector, the public sector, the various kinds of colleges and universities spoken of here, like Saint Rose and Empire State. The idea of extending the clientele of the university to embrace the majority and not just a small, select, elite group is another proper definition of "university".

Perhaps even more important is the "invisible university," the support system made up of all who believe in the educative process, all who are part of the learning society. It includes colleagues in the classroom, and those people like ourselves, behind desks, who care and are trying to learn how to be helpful and to diminish the needless difficulties that still stand in the way of education. It includes, too, the children, the husbands, the families, the neighbors, all those who support the learner. Together, these make up an invisible university that we need to honor more as we work to develop the kind of network that we are here to discuss.

Another word which has at least two quite different meanings is the "interest of the university. In the first place, "interest" is an increased awareness, a raised consciousness, even though it still has some way to go; it implies a new focus on the student rather than on the professor, on the learning process rather than on the classroom or the library. It reflects the sharper concern for the non-traditional student that has developed in the sixties and seventies, and it includes among the non-traditional students, not only women, but women in more kinds of activity, more kinds of bases than before, as well as minorities, older adults, those in prisons and hospitals -- a whole range of people in various situations and various circumstances who, in earlier times, would never have been considered prospective college students.

But there is another meaning of "interest," that of either enlightened or unenlightened self-interest. There is concern for getting something for oneself as an institution. We must face the falling birthrate, the peaking of the high-school graduating class, which is the largest in 1976 that it ever has been or perhaps ever will be within our lifetime, and the fear that population growth will plateau or fall off. There is anxiety lest there be many empty classroom seats in the 1980's and difficulties in meeting salaries and pensions of those who have devoted themselves to education. At the same time, there is a loss of confidence in our institutions and in most of our leadership, including educational institutions. Yet there is a need on the part of many institutions for increased enrollment; they cannot afford to ignore other sources of support.

So we see that the words "university" and "interest" have various meanings. When we turn to the next term in my subject -- "working women" -- we find that there are "a" and "b" elements. The first is that these students are otherwise engaged and therefore part-time. And because they are employed, they find it necessary to make certain adaptations -- financial, social and personal; they need flexibility in terms of time to make it possible for them to take advantage of educational opportunity.

In the second meaning of the term "working women" -- that is, blue collar rather than professional or leisure-class -- the suggestion is that their interests may very well be vocationally oriented, that they are primarily interested in learning that which will be immediately relevant and will have something to do with their upward mobility, although by no means excluding cultural and social advantages which are associated with education.

Next we come to the last word in the title of my topic: "student". We need to get around the either/or dichotomy that education should be all vocational or all cultural, or that vocational education is good for some people but not for others, and cultural education good for some but not for others. On the contrary, both kinds should be offered to all kinds of students; recognizing this is one of the significant changes we see on the educational scene now. It brings a new direction to the university's response to the potential of working women as students, as colleagues, as supporters, as people to learn from and with as well as to make learning opportunities for.

In this effort I think there are both positive and negative elements. For example, there is promise in the need and desire common among working women and among universities, including colleges seeking to survive. We need not only to swell enrollments, we also need to provide the social, economic and political support for the maintenance of a high level of educational opportunity. And we need the leavening presence in the student body of fellow-learners with insights, experiences and wisdom different from those of the cloistered academic or of youth confined to narrow segments of experience. We need their help to achieve the pluralistic ideal of the United States. I believe there is an expanding expectation of a higher quality of life on the part of most people. Together with this are new attitudes toward work. If we examine the way in which work is looked at today, we can see the full range from utopia to the opposite extreme. We read in Studs Terkel that most people hate their work. I remember being told of somebody's grandfather who scolded him for complaining, saying: "Sonny, don't you understand that most of the work is done by people who don't have very much time and don't feel very well?" There probably is some truth in that.

On the other hand, utopian writers like B.F. Skinner, whose behaviorism I do not wholly admire, point out correctly that happiness has something to do with being fully engaged in something worth doing, and that work, involvement in creative or productive activity, is a human need and a kind of entitlement that ought to be sought after rather than evaded. We are developing some quite different attitudes toward what constitutes work and how it would be possible, through various processes of education, to make work more satisfying, more socially valuable -- an entitlement rather than a penalty. This will take a good many changes, especially changes away from thinking merely in terms of productive output. Our ideas of education will surely benefit from these changes.

New Strategies for Learning

Another advantage that we have working for us as we try to develop a network to serve as a support system for adult students is the availability of new strategies for learning. Some of them are not working well yet, but the old system of classroom education doesn't always work well either. We have new varieties of extension, even though the extension services have been an honored part of many universities for a century or more. We have a variety of devices for mediated instruction, ranging from the book (which is a very good teaching machine) through various kinds of tape cassettes, videotapes, recordings, scrambled books, correspondence courses, and automated laboratories, in addition to a variety of alternative modes of learning, such as the street academy, a very exciting support system. There are also external degrees, available through the State Education Department, through Empire State, through various modifications of the rigidities of conventional campuses. There is the mentor-client relationship rather than the teacher-student relationship, that has taken hold at Empire State College and various other colleges. There is the concept of "lifelong learning," a somewhat cosmetic new name for extension classes, or night school, or part-time study, which have been going on before but now have a new respectability and

therefore have to have a new name. There are arrangements for credit by evaluation, not just credit by examination; that is, credit determined by looking at what an individual has done in the way of acquiring knowledge and skills which are validatable and testable in ways other than narrowly based and not particularly reliable examination systems.

We have seen in the sixties and seventies an urgent concern on the part of students for what they variously call "self-fulfillment", "self-actualization", "doing their own thing", "getting it all together": a variety of locutions all tending to express something similar -- a student's being able to, in the words of our SUNY motto, "become all he or she is capable of being." Our students want to define a goal and devise the means of moving toward it, rather than merely to submit themselves to teachers in order to become, as much as possible, like those teachers. As teachers and administrators we have had to rethink our strategies, the ways in which an education should be institutionalized or re-institutionalized (or, if Ivan Ilyich is right, de-institutionalized). While we still think and talk a good deal about achievement (and indeed you must have noticed a leit-motif of achievement in all the student presentations we have just heard) it is achievement in different terms. It is not the putting of oneself at an advantage over others. Students are now thinking of achievement in terms of growth, of contribution, of engagement -- in terms of feeling as well as of knowing.

Among the more recent significant strategies for learning has been the community college revolution. It is a new idea that we should have accessible to most of the population, within a range of 30-40 miles, a program offering at least the first two years of college. I do not see this as something separate from the university. I see it as a new and appropriate concept of what the university should be. To be sure, the new vocationalism has been decried by some who believe that only something like ten percent of the population has any reason to claim education beyond high school. But it has been applauded by people like the last two or three national commissioners of education, who say that there should be a component of employability training in all education beyond the high school. And now we are finding people with baccalaureates in arts returning to community colleges for associate degrees in technical specialities. Moreover, many of those who once were thought of as having a terminal education in a two-year degree, now refuse to accept the connotations of "terminal", and continue to baccalaureate or higher degrees.

I believe that there has been some useful fallout from a variety of experimental programs, such as the Serviceman's Opportunity College concept, which grew out of the idea that most institutions are not set up to serve a highly mobile population. The new emphasis on thinking in terms of relevant interrelationships and the facilitation rather than the impairment of transfer is beginning to have a very helpful effect in education for an increasing number. Another idea that I learned about a couple of years ago when I was studying the system of extension education in California was a new kind of emotional support given by students to one another. If a person appeared to have dropped out, a student would telephone him or her and

say, "If you've been ill, can we tutor you, can we give you our notes? Come back and join with us again in this common learning!" I think that the need for personal and emotional support, which has been spoken of so eloquently here at this conference, is something that we need to consider as administrators and as teachers. Without violating it by over-institutionalizing it, we should find some method of capitalizing upon the way in which students learn from, with, and because of one another.

Problems that Remain

Despite the fact that we have promising strategies, some of which are working very well, there are some that do not work. We have a long way to go before we break out of academic habits and give up some of our treasured ineptitudes. For example, I find troubling the degree to which some speakers and writers minimize the residual sexism and racism so deeply ingrained throughout society. But these problems are so interconnected and interwoven that, as one person used the metaphor, it's like peeling an onion -- when you get rid of one layer, there's another layer underneath, and there's yet another layer. Women are allowed into professions that do not pay very well and then are not paid very well because they are women; then the crunch comes, something has to go, the women's component is the thing that is selected for all these interlocking reasons. Even if it is not intentional or malicious, still the effect is evil. We need to work continually and impatiently at predominantly male incumbencies in certain kinds of decision-making processes. We need to correct the sclerosis which afflicts many of our procedures.

Another type of discrimination works against part-time study. There continues to be an institutionalization of disadvantage for the part-time student. Whether it is the regulations of the Veteran's Administration, or the student handbook, registration procedures, or assigning priorities for getting into scarce seats in classes, the advantage goes to the full-time student, the young student, the familiar student, the one in the traditional department. There are a good many efforts now going forward to change the regulations of the Veteran's Administration to provide scholarship aids recognizing the part-time student as a full-time person with as much claim upon what resources there are as the full-time student. In addition, there is a misconception that the employed person ought to be able to pay tuition because he or she is drawing a salary. This does not hold in many instances; that same employed person may have more claims upon those dollars -- and there may be fewer dollars -- than full-time students who are considered eligible for scholarship support, loans or grants. There must be a vigorous campaign to enfranchise the part-time student and translate the rhetoric of "lifelong learning in a learning society" into practical reality.

There are other inescapable disadvantages of the part-time student. One of them is the problem of fatigue. If you work all day, it is sometimes hard to stay awake in the evening, however interested you may be in classes.

The spirit and the flesh do not always have the same amount of strength. There are also psychological disadvantages to part-time study. It has a somewhat negative image. One reason for the need to rename lifelong learning is that in many people's minds terms such as "continuing education", "extension", or "night school" call up the image of weary students whose best energy has been expended some other place, and weary teachers who are there only because they need extra money and have not been able to get promoted. It has too often been considered a kind of second rate education.

There is another powerful negative force that we have to try to face directly, and that is the present arrested growth of higher education, the fiscal restraints in this state and in every other state. In a time of stress, you usually get one of two effects: either you get a drawing together and a sense of brotherhood or sisterhood, "comradeship", or you get a kind of individualist, cannibalistic struggle to survive for oneself, and elbow everyone else out of the way. I think we are seeing elements of both responses, but we need to maximize the former and minimize the latter. We can see with dismay the consequence of priority-setting that is done within a conventional and somewhat archaic pattern of vested interests. And in a situation where women, interdisciplinary programs and vocationally oriented programs all are underrepresented, where outreaches are relatively new, where innovative strategies have not had time to become fully vested, we are witnessing some painful losses. Not across the board: some of these programs have been remarkably vital and have apparently made their case so well that they have survived. But all of us who are interested in lifelong learning, and in the accommodation and encouragement of the non-traditional student, must insist upon challenging the conventional setting of priorities.

A Look Ahead

We need to struggle to preserve the gains, to avoid reversion to an elitist academy and an economy of scarcity which tries to make a virtue of constraint, saying in effect, "After all, this screens out those who really shouldn't be going to college and makes college once again what it really ought to be." One expects this point of view from certain European societies which have never committed themselves to mass education, but it is ill-becoming an American tradition. However, I suspect most of you have heard suggestions that now, since there is not money enough to go around, we must re-think what the university should be doing, and stop making it try to be all things to all people. My own conviction is that there is a place for research. There is a place for even the most arcane graduate study. But there is no less a place for vocational education, for liberal arts education, for education of the individual person in whatever direction he or she chooses. We have the resources. We have the facilities. Do we have the will and the ingenuity to match the needs with these resources?

FIVE PROGRAM MODELS

The following five programs all were designed for blue-collar workers. The programs are not without their problems, some of which will be discussed, but all are working successfully.

Model One

A degree-granting, neighborhood based program initiated by the National Congress of Neighborhood Women in cooperation with LaGuardia Community College. It is described by Jan Peterson, founder of the National Congress of Neighborhood Women.

Origin of the Program

Women in the Greenpoint section of Brooklyn did not feel they had the skills to deal with the complex urban problems that their neighborhood, like so many others, was beginning to feel: drugs, air pollution, arrival of factories in their midst, lack of new housing. At the same time they began to want power over their own lives. Many of them sought jobs, but found that a job is not always the place you get power, but something you do to get money so you can go home to the neighborhood, family, and church, because that is where life begins at the end of the day. They found that jobs were not always available.

The fight to establish a day care center was the catalyst, bringing the women together. This was the first funded agency the community had had in over 80 years. For the first time, too, the women were on the board, with the right to decide who would be hired and how the money would be spent. They quickly recognized a problem: they had to give these new agency jobs to outsiders: no one in the community was qualified.

This started in motion the idea for a neighborhood college program to offer practical training for community jobs. It would also offer credits. LaGuardia Community College agreed to help set up the program.

"...a program in the community...a curriculum that starts from where the people are...."

Location and Student Population

The program is in a location central to the neighborhood. All the women are within walking distance, a mile radius, of the college. The students represent

a multi-ethnic population, Black, Hispanic, Irish, Polish, Italian, including 50 women, most of whom have been acquainted with each other and the community for years.

Aims

Our first aim is to supply skills enabling the women to work more effectively for change in their neighborhood. The community is our classroom, and the curriculum starts where the students are.

The program is project oriented, its courses relate to what is happening in the community. For example, the proposed closing of both the local public library and hospital served as a focus for research. Over the last year our relationship with LaGuardia Community College has changed. We are now in a major shift. At first we thought we could take courses out of their catalog and adapt them to our needs. Now we see that we will have to change focus. We must take the major issues faced by the women in the community and plan courses around those.

Structure

Students meet on a regular basis at least once a month, in addition to their classes, to work out the development of the curriculum. Program counselors are all women from the community, not from LaGuardia Community College. They are paid by CETA money (Comprehensive Employment Training Act) and funds from grants. The women in the program are headed for an Associate Arts degree, which suits their needs.

Problems

It has proved difficult to change the type of material used by the community college, and the attitudes of the teachers. We are meeting presently with them to develop a new focus and work out next year's program. We seek flexibility from them, and a goal-oriented program, one related to the issues in our neighborhood. At the same time we are working to raise the consciousness of the students, who have a traditional idea of education, to challenge the teachers, rather than accept everything presented to them. We also find the lack of relevant materials has been a continuing problem.

Need for the Network

We strongly support this idea. We are looking for faculty who want to work in our kind of program, and a network should help us here. We want to learn about books and materials that have been tested in different places. A pooling of information is important. We feel we are developing a program that could be a national model for community based education, combining the strengths of neighborhood women and the training of academies. We will have something to share, too.

Model Two

A program for members of District Council 37, American Federation of State County and Municipal Employees at their own union headquarters, known as the DC 37 Campus of the College of New Rochelle. It is discussed by Tom Taaffe, Director of the program.

Location and Student Body

The union and College of New Rochelle co-sponsor this program, to which students come as union members. This gives students self-confidence and pride in the program. It belongs to them. The fact that it is located in their own union headquarters is very important to its success. Most of the students are women (70-75% over the past three years), predominantly black (55-60%) and mainly between the ages of 35 and 40 years. Their enthusiasm, motivation, humor and support have been wonderful and rewarding.

The Program

The degree remains a Bachelor of Arts, and has not been downgraded, although initially there was some pressure to call it a Bachelor of General Studies or Bachelor of Liberal Arts. The curriculum is developed by the students as a group from term to term. That means that, in addition to their course work, they are also meeting to plan the next term. In the process they learn what learning is all about; it de-mystifies it. The College provides the apparatus for students to propose, modify, co-sponsor and sign up for all courses.

The system for earning credits is innovative. The basic unit consists of one night a week in the classroom, a three-hour seminar session with ten to fifteen others. This is supplemented by ten hours a week of independent study. This makes up a six-credit unit. Under this system, a working adult can be a full-time student.

Financing

This is another unusual aspect of the program, and is based on a belief that we were dealing with adults with other financial responsibilities. We took the College's tuition, $75 a credit, and determined that instead of scholarships based on merit, we would charge on a sliding scale. We promised the College we would average $50 a credit. That means some students, through Veterans' Benefits or tuition refunds where they work, or their own resources, would fully pay for their courses. It would allow three people in for as little as $10 a credit if necessary. The union at the DC 37 Campus has a blanket agreement with the College: the latter agrees not to take more than 20% of direct expenses as the cost of running the program, and any amount earned over that goes back to the students as a scholarship reduction. What you have, therefore, is a college agreeing to run a program pretty much at cost, and the union guaranteeing against loss up to a total of $50,000. Because so many of the students get some tuition reimbursement from the city, they can afford to carry the rest of the tuition cost, and it works out.

Evaluation of the Program So Far

The clearest advantage to the students is their increased self-worth, expressed through their greater participation in the union, and in the fact that they are less willing to take abuse from supervisors. When you are in the vicinity where that sort of thing is happening, it is moving. But it is also depressing, because it shouldn't take a college atmosphere to make these things happen to people in our society.

Problems

Students involved in planning the continuing program for the College are moved less by their own carrer interests and more by some myth of what college education should be. So our commitment to the philosophy that people learn best what they need to learn and what they can identify with is sometimes resisted by the students, because it isn't what they think college should be. This program does need more specifically vocational offerings: a B.A. in public health nursing, BSW in social work, an MSW. There are the education needs of 120,000 union members to deal with, and that is a lot more than our small school can offer.

Model Three

A tri-partite program sponsored by the New York Telephone Company in conjunction with a group of colleges, most of them units of SUNY or CUNY. This model is described by Bruce Hinkel, Program Manager, American Telegraph and Telephone Co.

Origin of the Program

Through survey we conducted at The New York Telephone Company in 1973 we found that of the 3,000 participants in our tuition aid program, 71 per cent were white males. In our Manhattan-Bronx offices, where we employ 5,000 operators, most of them black women, there were just six who took advantage of tuition aid. In a corresponding department in the plant, predominantly make, out of some 5,000 workers there were 428 white men using this program, We knew we had to do something about those figures.

We learned, too, that most women at entry level jobs did not know how to prepare for or take the Bell System Qualifying Test (a high school SCAT test required for moving into higher job levels). Of those who took the test, women and minorities had the highest percentage of failures, and many of those who did pass and were moved up retreated within a short time because of oral and written communication problems.

Three reasons seemed to explain these failures. First, the women didn't prepare properly; second, they couldn't afford the customary "prep" course which costs about $300, only about half of it reimbursable from the Company; and third, there was a reluctance to return to school, especially high school, which was seen as a "put down". Nor did they like night classes because of safety problems.

At this time the union approached the company too, to see if something could be done about the high failure rate on the Bell System Qualifying Test.

The Program

The plan that was developed and accepted by both management and the union, after consultations with officials at SUNY Central, involved six schools around the state. The company paid 75 per cent of the total tuition (the employee 25 per cent). A one-year trial period was set. The tri-partite program that evolved included catalog courses related to the worker's current job or the one for which she was reaching; developmental studies in math and language arts, two 15-week segments given on telephone company premises as training for the Bell Qualifying Test; and career counseling by staff equipped to give advice both on the academic and career front. Students who failed the BSQT were referred to the developmental studies for course work and another try at the test later.

The Results

The results for 1975 were most encouraging. Of the 273 workers who took part in the catalog course, 58 per cent were women, double the percentage under our old system. In the developmental studies, of the 428 who enrolled last year, 88 per cent were women, and 94 per cent were from minority groups, a complete turnaround from the earlier situation. Of the 51 students who took the BSQT, 38 qualified, which we feel is a good average.

There were two unexpected results. One was that the women who took the program found they were able to help their children with their homework now, and this was gratifying. The other was that the faculty who taught the programs, teachers at John Jay College, reported these were the most motivated adult students they had ever had, and exciting to teach.

1976 Program Changes

Career counseling is now done on company time, not the employee's, a new feature of the program. The number of counselors has been more than doubled. The colleges participating with us have increased from six to 21, including three private institutions as well as units of SUNY and CUNY. From the 1975 figure of 696 participants the program has grown to between 2000 and 2500, at a cost of $400,000.

Problems

"some of the problem areas...people who cannot teach... uptight bursar's offices..."

We see four problem areas. One is lack of good teachers - and it's difficult to remove inadequate teachers. Good teachers in remediation for adult students are hard to find. In addition, they need to provide extra psychological support. The developmental studies student needs more advice and counseling than the catalog student does, more structure. Another problem is understaffing, made necessary by budget cuts. A third problem area is financial. Many institutions lack flexibility and have trouble adjusting to split billings or checks that arrive late. Finally, we have a problem keeping track of graduates, learning when and where they have been promoted. I wish we could afford computer services to do this tracking and help us follow them up.

Suggestions

When dealing with a number of colleges, it is more efficient to work with a central agency such as SUNY. Negotiating with each individual institution alone leads to a lack of uniformity in program and an administrative monster. Structure and status are both important. Students are sensitive. And the formality of graduation is an important recognition of a job well done. It may provide the first diploma the student has received.

Model Four

A Weekend College, degree-granting, a division of the College of Lifetime Learning at Wayne State University in Detroit. It is described by its first Director, Otto Feinstein.

Location and Student Body

The program in its first two years enrolled 3500 students, almost all of them workers and a large proportion of these women. Two thousand study in local union halls of the United Automobile Workers, 600 in public libraries, 875 in governmental agency facilities or on Wayne State's compus, 150 in community organizations in underdeveloped areas of Detroit, and 75 in Jackson Prison. The idea has caught on; in the fall of 1976 we expect 10,000 to enroll. Students earn a Bachelor of General Studies, and 20 have graduated so far. We employ 68 full-time faculty, 80 additional full-time academic staff and clerical workers, and 100 half-time faculty.

Structure and Finances

Each unit of 200 to 380 students has its own faculty and staff. This means that new courses can be offered to this group without going through complex administrative channels.

The program itself operates on its tuition revenue, about $300 a quarter per student. The university receives all the state full-time equivalent income. Many students take advantage of tuition aid plans negotiated by the United Automobile Workers.

Curriculum

We assume three things, and plan the program accordingly. One, that the adult learner is different from the just-out-of-high school student. Two, that the program must be self-supporting. And three, that we must offer both a solid general education and access to specialized professional and vocational education, with no contradictions between the two.

Our curriculum is structured. All courses are required. There is one year of social science, one of humanities, one of science and technology, and one of advanced studies. However, this last year the student can design pretty much for himself or herself. Within this framework the curriculum is organized around focal points. For example, the first quarter in social studies concentrates on ethnic study, the second on work and labor, the third on conflict, the fourth on theory and method. We hope these are linked to the student's life experiences.

Delivery System

This is perhaps our most unusual feature. We take education to the people. One-quarter of all our required courses are broadcast on television, a half hour every day of the week, either early in the morning or late in the evening. These courses are supplemented through weekend conferences, one weekend out of every six. We also build in small workshops of 12-18 students each, who meet

with a faculty member. Each of our faculty is responsible for 40 students, considered a full time load, and each of these workshops meets for four hours at a time.

"...this is the cement that holds the rest of the program together..."

Students work independently and on cooperative study assignments, particularly in the summer months, for credits that count toward the degree. Tutorial workshops, carrying no credits, assist students in special skill areas when they need help. We also have adopted a family learning plan. Realistically, family members help out the student, at the least taking notes if he or she misses one of the T.V. broadcasts. Why not include these members of the family in the program under a family tuition plan?

This Model and the Network

The educational package that constitutes the Weekend College at Wayne State may be a viable model for the kind of Network this conference is discussing. Wayne State has pioneered, for example, in developing some 800 TV programs, approved for credit, that could be useful, in addition to having two years of experience in developing a sympathetic administration and faculty, simplified registration procedures, and a system that permits rapid growth.

Model Five

Trade Union Women's Studies, a Cornell Labor Extension program specifically for trade union women. It is discussed by Saundra Kelley, the program's coordinator and counselor.

Origin of the Program

Trade Union Women's Studies grew out of a year-long research project, funded by the Ford Foundation, conducted by the Metropolitan Office of the New York State School of Industrial and Labor Relations. Its purpose was to learn why, although more women were working and joining labor unions, there were so few women in leadership positions. What held them back?

The study, reported in a book, TRADE UNION WOMEN, A STUDY OF THEIR PARTICIPATION IN NEW YORK CITY LOCALS, by Barbara Wertheimer and Anne Nelson, the two researchers, found that it was not a lack of interest that kept women from full participation, but rather a lack of information, experience, and self-confidence. They looked on themselves as helpers rather than leaders. When asked what would make it more possible for them to become involved in their unions, the biggest response was education, especially in leadership skills. Women wanted education far more than men seemed to, and minority women wanted it most of all.

To respond to this stated need, a program of short and long-term courses was designed in a program that has become rather widely known as Trade Union Women's Studies.

The Program

Initially, the program was one of short courses, four to six weeks each, carrying no credit but focused on specific skills and interests of these working women, most from blue collar, clerical and service occupations. They dealt with practical information: how to settle grievances, how to speak at meetings, math for the working woman, working women and the law. From there, women who were interested could move into a year-long credit program, having overcome the hurdle of long-past unsuccessful experiences in the classroom. During each term of 12 weeks students take two courses, each one and a half hours in length, one night a week. Each course carries one and a half credits which the student can take on with her to Empire State's Labor Division, where many of Cornell's Labor Studies Students in the city go, should she wish to pursue a degree. The total year's program includes six such courses.

The program starts at 5:15 P.M., and students leave for home by 8:30, enabling them to do a few chores before bed and to get home before it is too late, since safety is a big factor in keeping women from meetings at night. The courses balance skill training with content. Thus Introductory Collective Bargaining will be paired with Writing and Study Skills; Women in American Labor History with Leadership Skills. Courses must be relevant. Discussion and student participation in class are crucial.

Student Population

"Many of these women are heads of households and also active in their unions. They are the leaders already..."

Two-thirds of the women in Trade Union Women's Studies are black or Hispanic. They range in age from their 20's to their 60's. They belong to a cross section of unions, many of them city workers, garment workers, hospital workers. Some are working women who do not have a union affiliation. Many head families, and are so committed to union programs and committee assignments that we wonder how they make the time for homework assignments. But they do.

Counselor's Role

Traditional ways in which we look at counseling have to be re-evaluated. This is not an academic or vocational system where the student comes to see you on a set day between, say, four and five in the afternoon. Instead, the counselor often must go to the student, meeting her in conference rooms at the union hall or in a luncheonette between bites of a lunch hour sandwich. I have found myself meeting a student on a Sunday morning, when it was the only time the student had available.

Problems

The problems we have are mostly those that the students need help with: concerns about family relationships, guilt over leaving children home and spending time on themselves, conflicts with spouses who sometimes don't like to see their wives return to school. The women need their self-confidence reinforced. As counselors we can help to do this by drawing parallels, pointing out that as women they have done a lot of organizing of their lives to accommodate work, union activities and school; organizing a term paper isn't that different. Deciding what to include isn't so different from making decisions as a community or union leader.

Results of the Program

A longitudinal study will assess the long-run impact of this program on its students. Almost all of the first year's graduates have continued their education. Those that did not come into it with a degree in mind are now working in that direction. I am sure many of the schools represented here will be seeing our students over the next years as they continue their education.

DISCUSSION

Discussion focused on the impact on families when women return to school. Some participants reported higher divorce rates as one result. Comments indicated that the effect was not just because it was the woman in the family who was making a change in her life, but occurred when any member took a step that involved rearranging the life patterns of other family members. Several suggestions for alleviating this impact included family study plans where separate courses might be offered but all members could go to the family learning resource center together; delivery systems which would be available to entire families, such as televised courses and weekend conferences; and a national system of family tuition, where cost would be reduced when more than one member of a family was going to school.

Adult education, the group concluded, need not have negative impact, nor even be a neutral one; instead it can set in motion new potentials for family relationships and can enrich the lives of each family member.

DESIGNING A NETWORK

Chairman: Bruce Dearing, Vice Chancellor for Academic Programs, State University of New York

I. PROBLEMS IN BUILDING A NETWORK

Jack Healey, Director, Division of General Studies, Iona College.

Lois Gray, Professor and Associate Dean of Extension and Public Service, NYSSILR, Cornell University.

II. DRAFT NETWORK SCENARIOS

Dolores Schmidt, Assistant Vice Chancellor for Affirmative Action, SUNY

Anne Nelson, Associate Director, Working Women's Program for Research and Education, NYSSILR, Cornell University.

I. PROBLEMS IN BUILDING A NETWORK

Jack Healey

A Background Paper - "Some Current Innovations in Academic Credentialing, An Inventory", was prepared by Dr. Healey especially for the Conference. His remarks were restricted to supplementary comments.

I would like to make some less formal comments on my own survey of new options open to adult students.

Before summing up the new options themselves, I would, however, like to express some misgivings about the potential impact of the present fiscal crisis on all innovative adult programs and also on our proposed network for working women.

I think it is impossible to understand the contemporary college without knowing how the G.I. Bill, a sort of second step after the first major step of the Land Grant Act in the 19th Century, broke for our times the elitist tradition of college education. I think all the innovations we are discussing--some of them like CLEP and the ACE evaluation of service courses directly--are related to the effort to facilitate the move of veterans into college. I also believe that even some seemingly different educational movements such as, open admissions are also connected with this original break in what "going to college" meant in the American society. If, however, government is forced at every level to cut back on funds for higher education, then I think there will inevitably be some pull back from all the innovations we have experienced in our discussion here. I hope this will not be so and I think we ought to try to find some other way to rearrange priorities, but I think that a realistic assessment of what the educational future holds requires this caveat.

With respect to the innovations themselves, I would like to say just a word about CLEP and the Regents External Degree and then suggest some lines of our scenario.

I am inclined to think that those of us who will be advising adult students might do well to take the CLEP exams ourselves or at least to make sure the level of difficulty they pose for adult students. I am especially enthusiastic about the CLEP general exams. I think that successful completion of these (at the level each college or university determines for itself) does guarantee that measure of general education that we should look for in all students. I think that a number of adults should be able to pick up ten to twenty credits on the basis of these examinations. On the other hand, we should not underestimate the difficulty of the CLEP examinations especially in math and science. Those adults capable of doing these last exams should certainly do so, but I think it is fair to say that the math and science exams go beyond the general knowledge that the average thoughtful and even cultivated adult is carrying around in his head.

I am also very enthusiastic myself about the Regents External Degree especially since it is--in the good sense of the word--"minimalist." It maintains educational standards in requiring an appropriate mix of liberal arts, science, etc. without holding to any rigidly traditional pattern and thus in a way sets a pattern for all of us. The Regents External Degree has also made another step forward recently in granting a certain number of credits for the successful completion of the licensing examinations administered by the Federal Aviation Administrations. Extension of this role of the Regents External Degree office to other licensing examinations would certainly be helpful to all of us in giving us some official recognition of the college level equivalent of licensing exams.

In general, I think the changes you see in the future will be in the direction of new scheduling (weekend colleges, etc., new forms of evaluation, life experience credit, academic credit for licenses, etc., and the subtle formation of a new network of invisible colleges.

Finally, I look forward to a more and more involvement of faculty in the kinds of problems we are discussing here. To some extent I think that those of us doing the evaluations and planning the schedules and curricula for new programs are still on the fringe. The more we can involve faculty and assist them in asking the questions that we faced day after day the more confident we can be that our final network will be, however new, still in the best sense of the word a continuation of a long standing college tradition.

Participant comments: The Regents' External Degree in the last three years graduated over 50,000 students, which indicates that it is a serviceable program, especially useful in a mobile society. It accepts credits which the student may have earned at several colleges, and does so without time limits. This may be particularly important for women who have interrupted their study several times. In addition, there are no residence requirements, and the degree seems to be readily accepted by institutions where the student seeks to do graduate work.

Lois Gray

Developing a Network of education programs for working women is not a new idea, but a renewal of endeavors that date from early in this century.

Background

The history of workers' education shows that among the earliest labor education programs were those organized by the National Women's Trade Union League to train women workers to be organizers and leaders, in a cooperative year-long education and field work experience in conjunction with the University of Chicago back in 1913. Less than 10 years later Bryn Mawr College started summer residential schools for women workers, an effort that mushroomed until there were a number of such programs with universities and colleges across the country: the University of Wisconsin, Oberlin with its program for women office workers, Sarah Lawrence, Vineyard Shore Massachusetts and then the Hudson Shore Labor School near Poughkeepsie. The YWCA, through its industrial department, offered programs for women workers throughout the United States. All of these programs were designed to do pretty much what we have been talking about here: to reach working women and give them the chance for self-development, to participate more fully in their organizations and communities. Women leaders like Hilda Smith and Eleanor Roosevelt were both concerned and involved in founding and supporting these programs.

New Directions

What is new about our coming together to discuss this problem today is that working women will be attracted to courses that are given for college credit. The early programs were non-credit, designed only to improve skills and encourage self-confidence.

Moreover, the idea of attracting working women -- not professional women but blue-collar and low-paid white-collar women -- is novel - an idea not widely accepted. A recent study of State University part-time students showed that while adult learners make up a growing percentage of the student body, blue-collar and low-paid white-collar workers, both male and female, are definitely underrepresented. The same is true in the two-year community colleges. For example, at Farmingdale, almost all adult students are in a family income bracket of $10,000 or more. And SUNY is not alone in this. A similar study in Michigan revealed the same situation. Professor Hy Kornbluth, author of the study, reports that an open-door policy alone is insufficient to attract blue-collar adult students, much less to prepare them for the learning society.

Attracting Women Students

As we build a network to meet this new challenge, we must realize that working women are even more difficult to reach than working men. The reasons are obvious: their dual role as worker and homemaker, their lack of self-confidence, their lack of experience in education. Nonetheless, a study conducted by the Cornell University School of Education among factory workers at eleven locations in central New York found a surprising degree of interest on the part of both men and women in pursuing further education.

Certain features were found to be essential:

- Respondents indicated their preference for work-related education. Women, however, also wanted programs that would provide for self-improvement and enlarge their horizons, though they hoped that occupational upgrading might result.

- They wanted a program given at the plant. Convenience of location was important; so was the time.

- Older workers preferred conventional, more structured education. This has also been the experience at Empire State College, set up to provide non-traditional, mentored education, which has had to adapt its mode of delivery to labor students who wanted traditional classroom instruction. Such differences in style must be taken into account in building a network.

The study found that the barriers to participation included:

- Cost of instruction, a problem with which everyone in the field of adult education must be concerned. Women also mentioned the added cost of baby care or child care.

- Time pressure, for working adults in general and for women with home responsibilities in particular.

Resources

The existing network of institutions of higher education in New York State offers rich resources to draw upon.

In addition, we have other allies. The corporations sponsored program described earlier illustrates one: employers have an interest in occupational upgrading of their employees and many will work with educational institutions. The union-sponsored program illustrates another ally. Community and junior colleges are also becoming involved. So are neighborhood groups of all kinds.

The national survey put together for the American Association of Colleges and Community and Junior Colleges (described in an article which has been distributed to participants at this conference) indicated that boards of directors of existing educational institutions have a high percentage of employers among their members. Unions are less well represented, though there is a growing trend to include them, particularly in occupational-based programs.

Problems

Other problems cited by college presidents in trying to develop programs for working people are:

- Finding an experienced faculty. This is a question that is important as we develop a network.

- Retooling existing faculty members.

- Locating new course materials. Most textbooks are written for an entirely different population.

- Providing the extra counseling and tutoring, that will be needed.

Building a Network

If we are to develop a network which will involve industry and labor as well as educational institutions, we must set up an advisory council or some other system for getting participation in decision making. The ILR school has had a great deal of experience in building networks. Working with industry and labor throughout the state, it has developed committees on a local and state level, and cooperative relationships with other educational institutions and, in a few places, with state agencies. Even within our specific field of industrial and labor relations, we can't do the whole job ourselves. With a cooperative effort we can accomplish a great deal more.

To build a network we must use the strength of each of our educational institutions and tap the interest of our friends in the industrial community and in the labor movement. By putting it all together, we will be able to meet the challenge of developing relevant and dynamic programs for working women in New York State.

DISCUSSION

The major problem raised during the discussion following these two addresses centered on transferability. Often there is no transferability from one department to another even within a single college. Iona College is inviting representatives of graduate schools where its students seek entry to visit and discuss requirements. Transferability is essential before a degree has validity. It is also one kind of linkage that the proposed Network might encourage.

Students graduating from a program do seek some place to go with their education. Labor Studies students from Cornell's program sought a degree, which Empire State College now provides. Those who have completed this degree work now seek a graduate program. Here, too, the Network would have an important role.

The point was made that "non-traditional" and "traditional" studies should not be thought of as adversaries, but partners in a joint effort to provide the best and most in educational opportunities for working adults.

II. DRAFT NETWORK SCENARIOS

Dolores Schmidt, Assistant Vice Chancellor for Affirmative Action, SUNY

Anne Nelson, Associate Director, Working Women's Program for Research and Education, NYSSILR, Cornell University.

Each Conference participant received a copy of two draft Scenarios, one describing a Clearinghouse on Educational Programs for Women Workers, the other proposing a Network of Educational Programs for Working Women. The word "Scenario" inspires thoughts of dramatic action to follow! And so we trust it will; following luncheon the workshops will focus on these Scenarios and we hope it will be "lights, camera, action."

The Clearinghouse is intended to focus on the working women themselves, to provide the kinds of materials and information that they need to find the type of education that meets their own requirements. It should be used by and useful to women workers, to unions, to business and to service organizations as well as to educators. It should not be for the use of educators alone.

The Network Scenario proposes a method of serving women workers who live outside the largest urban centers of the state, and would draw together the capability of the State School of Industrial and Labor Relations, two and four-year institutions of higher education, and the resources of business and labor unions.

There is no essential conflict between the two Scenarios. Rather they supplement each other and are interdependent. We review them here to set the stage for the workshops that will be discussing them in detail this afternoon. We need to analyze together what specific institutional arrangements could help meet the needs that have been uncovered at this Conference, and which of these arrangements can be implemented immediately. How? By Whom? What resources are presently available? Then we should discuss which arrangements would require further research and study. Where funding must precede implementation, what sources of funding seem possible?

To insure that this Conference and all the hopes and ideas that are coming out of it are only the beginning of our cooperative efforts, we need to establish an advisory committee that will combine the expertise of education, labor unions and industry. The workshops can offer valuable suggestions toward this end.

(Appendix B includes copies of both Scenarios that were presented at the Conference.)

LUNCHEON ADDRESSES

UNIONS AND HIGHER EDUCATION

Gloria Johnson, Director of Education and Women's Activities,
International Union of Electrical Workers, AFL-CIO

THE NETWORK CHALLENGE

Robert B. McKersie, Dean, New York State School of Industrial and
Labor Relations, Cornell University

Gloria Johnson

Most women have a great desire to be more involved in their local unions but are held back by feelings of inadequacy. How often I have heard women say, "I wanted to make a point at the meeting but I didn't know how... I didn't know parliamentary procedure...I am afraid to speak in a large group."

The Need

The needs are there. The motivation is there. The abilities are there. Someone said recently that womanpower is one of the greatest underutilizations in this country.

When educational opportunities are made available to them, women--with family, with children, with all their home and job responsibilities--still find the time to learn and to attend classes.

This desire to learn, this desire for education, is not confined to single courses or "classes here and there." Many women are seeking two and four year college programs.

The economic motivation is important. Women seek to improve their skills on the job, which in turn will provide financial benefits. Too often it is their income that determines whether or not their children will be able to go on to higher education.

Another reason they desire additional education is that union women, like all women, realize that we live in a credentially oriented society. One's advancement often depends on having the right credentials. They want and need those credentials.

The IUE Educational Advancement Program

A number of labor unions try to meet the educational needs of their members. One example is the International Union of Electrical Workers. In 1968 its President, Paul Jennings, outlined to the union's national convention a new Educational Advancement Program (EAP) and called for a rededication of the union to all forms of educational advancement - in

the union, on the job -- from basic education to a college degree.

The union obtained a Department of Labor contract to provide for education for IUE members which, when completed, would lead to advancement on the job. This new program required the IUE as sponsor and administrator to work with the U.S. Department of Labor, the Department of Health, Education and Welfare, community colleges, universities, local school boards, and the business and labor community.

One of the most important groups established to assist the IUE was a University Labor Advisory Committee, which agreed to help coordinate this program.

Efforts were concentrated in 5 IUE districts and in selected cities: Philadelphia, Camden, Jersey City, Newark, Rochester, Warren, Dayton, Memphis, Chicago, Ft. Wayne, St. Louis and Forrest City, Arkansas. The President of each district provided a coordinator who had been involved in similar program in the local or district. These coordinators as a team were charged with the responsibility of learning the educational needs of IUE workers in their areas.

They worked closely with local union education counselors, many of them women, who received training, giving up weekends, to learn how to function effectively in this role. Universities provided facilities and instructors; the districts and local unions shared expenses; the coordinators put it all together. The program which resulted trained over 200 local union counselors.

The counselors distributed leaflets, circulated questionnaires, evaluated the results, attended classes, kept records, publicized the program, and promoted the results -- much of this on their own time and at their own expense.

Results

During its first year the program:

- enrolled 112 in basic education
- helped 420 get a General Education Degree
- enrolled 1600 in clerical and vocational courses
- enrolled 1650 in union related courses
- helped 37 sign up for college level work
- helped 457 to attend other programs

By the end of the second year, more than 8000 rank-and-file members had taken one kind of course or another.

When the union negotiated a new contract, it put on the table educational opportunities as part of collective bargaining. The GE and

Westinghouse negotiations in 1969 resulted in a tuition refund clause up to $400 for each worker who attended school with the approval of the company. Similar tuition refund clauses were negotiated in other union agreements.

An example of another tuition refund program which we developed was the plan negotiated with a small plant of the Calgon Corporation. Today this plan provides for:

- $750 per year for tuition
- leaves of up to 2 years to go on compus
- an additional year if agreed to by the union
- accrual of seniority
- employee on leave to go to school on a full-time basis shall receive 2/3 of base pay.

Further, the company agreed to advance the monies to those employees who could not afford to pay the initial costs themselves. The only condition for advancement of monies was that the employee maintain acceptable passing grades.

So the IUE experience has been that money is available through tuition-refund programs, but that the program must be publicized and participation must be encouraged.

I would urge that unions work closely with community colleges and universities. The opportunity for this kind of cooperation is there if only we reach out and take it. In today's increasingly complex world, employment experience and continuing formal education are so interrelated that they cannot be considered independently of each other.

Robert B. McKersie

The challenge is clear: there is a motivated potential audience of working women; it needs what we as educational institutions can bring; and it has special problems which demand flexibility in program offerings, new materials and teaching methods, and special administrative procedures.

Among the resources on which we can draw are the experiences of community colleges and extension programs, as well as the interest of both union and industry which constitutes a potential source of funding. We know, for example, that there is over $200,000,000 available in nationally negotiated tuition aid plans, only a small portion of which is used.

A cooperative network can be established if we work together. Our district offices are ready to help bring together institutions on a regional basis to develop cooperative links; to assist in recruiting; and to share their knowledge of how to reach these new client groups effectively, including materials developed by the Cornell Working Women's Program for Research and Education and our Labor Studies credit programs.

Improved teaching methods are essential. Unlike the on-campus student who can make up for a poor teacher simply by reading the texts more thoroughly, and who comes to college with some knowledge of what is expected, the adult student comes with little prior experience except some negative feelings about classroom learning, rusty skills, and a need for encouragement. A Network would enable us to pool the advice of worker and industry leaders, the expertise of union educators, and the experience of the best teachers. We could explore the strengths and weakness of various teaching strategies and evaluate the effectiveness of such traditional features as the credit hour and the school-term grading system.

Administrative procedures need to be divested of red tape. Through Network consultation, we could experiment with new ways of individualizing the system and of providing remedial and counseling support. Some of these things can be done by each institution alone, but they are better done cooperatively.

What have we to gain, other than increased effectiveness, for our individual programs?

1. Increased enrollment. American higher education will shortly be entering upon a period of declining enrollment in the 18-22-year-old category. Professor Stanley Moses of the Syracuse University Educational Policy Research Center devised the term "learning force" in a paper he prepared for the U.S. Office of Education about five years ago. He projected an adult "learning force" composed of students older than the typical college student body. In New York State, a large portion of this "learning force" is working women. In 1973, employed women composed 39%

of the New York State work force, almost three million strong. In Albany's metropolitan area alone, for example, there were 115,000 women in the labor force; in Rochester, 143,000; in Buffalo, 199,000; in metropolitan Syracuse, 97,000. This potential working women's learning force is not only a challenge but also an answer to the problems of declining enrollment.

2. An impetus to improve higher education. During the past decade there have been many innovations in undergraduate curriculum: field internships, organizations of curricula by theme, cross-registration among institutions, off-campus learning centers, use of television. Most of us have not really learned how to use these innovations -- but we will learn if we see a good reason to do so. The proposed Network would provide an occasion to begin.

3. Recognition that the adult learning force is equal in importance to the traditional post-high school student body. Faculties of four-year institutions have a good deal to learn from those of community colleges on how to help these students without lowering standards.

4. New allies for higher education in the active support of state and county communities, of which we are a part. As Robert Hutchins said about a year ago, "The future of education is the future of everything else." As we become allied with the broad society of adult learners, we become an integral part of the future of each community.

The challenge is an exciting one, and I look forward to being a part of The Network that is mobilizing to meet it.

THE WORKSHOPS

Discussion Leaders:

Anne Nelson
Dolores Schmidt
Barbara Wertheimer

What are the special needs of working women as students, as identified during the conference? What institutional arrangements could help to meet those needs? How can institutional arrangements be implemented? To wrestle with these fundamental questions, conference participants divided into three workshop discussion groups. Before them, as a specific basis for discussion, were the two draft scenarios (see Appendix B):

1. "A Clearinghouse on Educational Programs for Women Workers"

2. "Toward a Statewide Network of Education Programs for Working Women"

"...I listen to marvelous ideas...they're really inspiring, and the rhetoric is great, but then what happens? ...You've still got to implement them."

Workshop Conclusions

Student Needs Identified at the Conference

The workshop groups found four basic categories of needs emerging during the conference:

---A need for sources of financial assistance for both full and part-time women students, and especially for part-time students -- plus a need for good information on sources of financial aid now available. This includes information for unemployed women who wish to go back to school, and who may need financial assistance but, because they have few institutional contacts, don't know how to go about getting it.

---An overall need for support services of many kinds: practical support to help with problems like transportation and babysitting, plus such problems as how

to register and how to adjust to the school experience in general...psychological support to maintain and reinforce motivation, to build students' confidence and to make them aware of their own capabilities.

"Some people have an exaggerated sense of inferiority about their communications skills, about their ability to write and to articulate, and they need that sort of strengthening before they ever go into a college classroom."

---A need for remedial programs, with emphasis on basic skills such as writing and effective speaking. Along with this goes the requirement for counselors and teachers sensitive to the feelings of students who need remedial work.

---For career-oriented women, a need for relevance, a need to gain transferable skills geared to meaningful and financially rewarding jobs, the general desire for educational credentials.

Institutional Arrangements

Information: The question of how to make available to a wide range of potential users information on educational opportunities, financial-aid and reimbursement programs, where to go, whom to see, was discussed in all three workshops. With regard to the clearinghouse concept outlined in Scenario I (Appendix B), three major points were made:

(1) Such a clearing house should not involve duplication of effort. Sources of information already exist, for example, in the various regional consortia of colleges in New York State. The need is not to recollect information, but to sort out and coordinate what is relevant for working women.

(2) A clearinghouse should not be only a repository of information, but a circulating system that reaches potential users wherever they may be. It need not even be in one central location, but could -- and probably should -- be decentralized in five or more different locations around the state, with links to outlets such as libraries, churches and other community groups.

(3) The proposals in Scenario I mesh with those in Scenario II. An information system should function in conjunction with the network of education programs, that is, with the delivery system itself.

Teachers and Counselors: In any delivery system to meet the educational needs of working women, teachers and counselors, who know and

understand this student group, are crucial. The number of teachers with experience of this kind is not large. The workshops made some specific suggestions for dealing with this problem:

(1) "Circuit-riders," teacher-trainers who would go out from place to place to conduct training workshops.

(2) Involvement of former students in a teaching and/or counseling capacity; training of local library and other community-group personnel to make them effective as a counseling/referral resource.

(3) Summer institutes for teacher and counselors.

"You can design beautiful programs, but if you can't find some way for me to either re-train existing faculty or develop new faculty, then all of these beautiful things you design are just going to lie on my desk...."

The network: Scenario II mentions some of the institutions, agencies and groups that might be involved in a statewide network of education programs for working women. In some communities, for example, churches and their related auxiliary organizations may be the best vehicles for reaching women in the community.

A number of other possible elements in a network were singled out for discussion, including labor-management councils, SUNY, the various regional college consortia and, both labor unions and employers.

Among the specific suggestions for arrangements within companies were on-the-job classes, perhaps scheduled for an hour before or after work. The point was made that both companies and educational institutions must find ways of increasing scheduling flexibility.

Implementation

Noted repeatedly in all three workshops was the fact that a number of resources already exist. SUNY has a computer memory bank of information. The regional consortia have done needs-assessment studies. But contact persons are required to take advantage of existing resources, persons especially oriented to the educational needs of working women.

There was general agreement that arrangements should be made immediately for regular communication among interested groups and individuals at the statewide level, regionally and locally.

CONCLUSION

Barbara M. Wertheimer

Out of our brief hours together has come much discussion, a great deal of enthusiasm for an education outreach to working women, and a number of recommendations. We need to couple a solid base of information about the education needs of working women to a realistic assessment of the education resources available to meet these needs. This includes what industry and labor unions can offer as well as the education institutions with which New York State is so richly blessed.

More than that, we need to work toward a more flexible delivery system in terms of location, time, and course format. Interest was evidenced here in television courses which might be buttressed by workshops and seminars with faculty members. There was emphasis on the importance of joint planning for programs, and the advantages of involving industry, labor and students along with the academic communities.

Student financial aid for the part-timer is a priority. In like manner, attention must turn to making facilities available to the night student: counseling and tutorial services, libraries, student resource centers, registrars. Special outreach and recruiting programs are needed for this newest student group, and it was thought that the experiences of the New York State School of Industrial and Labor Relations might be of special value here. Teacher development programs, you have indicated, should not be overlooked, orienting faculty in terms of the older student who is a working adult and a woman with many demands on her time and energy.

As this conference draws to a close, I am reminded of five guidelines for succeeding in innovation, which after all, is what these hours spent together have been all about. They were originally suggested by Stephen Bailey of the American Council on Education.

First, prepare for a long struggle. Some will be overwhelmed at the task; we will need psychic as well as material resources.

Second, plan the campaign. Determine what resistance we must overcome; what allies we can enlist; how we can effectively communicate our goal.

Third, make it a team operation. We cannot go it alone.

Fourth, be flexible. Compromise is undoubtedly in the cards

Last, seek insights into the tactics of how to proceed through endless red tape: "departmental, divisional, administrative, legislative, financial."

He notes three stages in putting innovative programs in place: euphoria at the beautiful possibilities: despair at the "grotesque" complexities; and finally, "considered and sober optimism."

This conference has demonstrated a remarkable willingness to go the road together. While we cannot avoid any one of the three stages of innovative programming, I sense that we are willing to try that road, and that we can come out at the end with some wonderful, creative new opportunities for working women, with innovative programs that might even make history in continuing and adult education. Perhaps we can inspire faculty and administration alike to think and move in new ways to meet new demands, even in a time of limited no-growth budgets.

Thank you, one and all, for your helpful, spirited participation. We look forward to being in touch with each of you as we take up this exciting new endeavor.

APPENDIX A

CONFERENCE PLANNING COMMITTEE

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APPENDIX B

Draft Network Scenarios

Scenario I - Dolores Schmidt

Scenario II - Anne Nelson

SCENARIO I

Clearinghouse on Educational Programs for Women Workers
- Dolores B. Schmidt

Object: To provide a central resource, reference, and research center on the educational opportunities for and the educational needs of women workers in the blue collar, clerical, and service areas.

Potential Users:

(1) Women workers seeking to up-grade themselves
(2) Educational institutions establishing programs for women workers
(3) Unions and union task forces
(4) Business-industry-state and local government agencies
(5) Educators, writers, scholars conducting research on the target group
(6) Foundations, service organizations, individuals seeking to fund projects, internships, scholarship programs, or make donations for the benefit of women workers.

Resources and Services:

(1) To maintain and up-date files on educational programs designed especially to meet the needs of low-paid women workers. A central file system by geographic area would be maintained, as well as a collection of catalogs, brochures, etc. These would include descriptions of union and company-sponsored programs.
(2) To collect and up-date information on financial aid, scholarships, tuition waiver and reimbursement programs available to women workers.
(3) To maintain and up-date files on union contract and personnel policy manuals containing clauses on training programs and educational benefits for workers.
(4) To build up a collection of studies and papers on barriers to education faced by this group of women workers.
(5) To publish and distribute a quarterly newsletter spotlighting new developments and programs for women workers, listing new funding and financial aid sources, new holdings, etc.
(6) To respond to requests for information from women workers, educational institutions, unions, employers, scholars, and service organizations.
(7) To sponsor an annual conference surveying the year's activity and establishing priorities for the future.

Implementation: Initially, outside funding would be sought. Eventually contributions and annual institutional membership by participating organizations, i.e. educational institutions, unions, business, industry, state and local government agencies, service organizations and individual memberships and newsletter subscriptions by scholars, teachers, and other interested parties might pay for staff and supplies, and an educational institution particularly interested in the education of women workers provide facilities.

Though this proposal is not limited to New York State because I see at this time a need for a national clearinghouse on this subject, it might be desirable to initiate a small model project on a state-wide basis. Collection of information on existing education programs for women

workers in New York State could be accomplished efficiently through establishing a contact person in the various consortia. These include the following, in all of which SUNY units including Community Colleges are already represented: Rochester Area Colleges, Mid-Hudson Colleges, Associated Colleges of the St. Lawrence Valley, Long Island Regional Advisory Council on Higher Education, Hudson-Mohawk Associatoon and the Western New York Consortium. The N.Y. State Education Department Office on Noncollegiate Sponsored Instruction under the direction of John J. McGarraghy has identified consultants in the business and industry and provided and will continue to provide valuable information on courses and training programs provided by employers in the private sector, volunteer organizations, unions, and service organizations.

Thus, an initial network could be established quickly and economically. A full-time staff of two professionals and a secretary-clerk would be needed, with work-study students, graduate assistants, interns, and/or volunteers playing a vital role in providing day-by-day services.

SCENARIO II

by Anne Nelson

This scenario proposes a network of education programs for wage-earning women who live in the outlying areas of the State's large urban centers and in its smaller industrial cities. The network would utilize the experience of the five District Offices of the New York State School of Industrial and Labor Relations, (ILR) Cornell University. Their 27 years of programming in workers education would be combined with the experience of two- and four-year institutions of higher education located in the regions of this population of potential students. Credit and non-credit programs, combining labor education with liberal arts, would be cooperatively planned among the colleges of the region and the labor unions, community groups, and employers of the area who are in contact with women in blue collar, clerical and service occupations.

First Step

As a first step, ILR District Offices would convene meetings among interested colleges and appropriate labor unions, community groups and employers of the area. These mini-conferences would explore the particular education needs of the working women in that area and assess the resources available to meet them. Problems would be uncovered and cooperative methods of solution discussed. Subjects would include the educational interests of the women, the education needs of their unions if the women are organized or of the employer if the program is company sponsored, methods and approach of worker education, recruiting, instructional and course development, credentialing methods, scheduling of classes, location of classes, and coordination of efforts in order to eliminate competition for programs and resources.

Some Possible Cooperative Undertakings

1. The interested institutions might find that programs could be rotated among them, so that each program would become available at different times but to all in the region. They might begin with non-credit courses to introduce women to a resumption of their studies and provide them with basic skills or special information they wish to acquire.

2. Some schools may want to experiment with variations in the scheduling of courses; for example, with day-long instruction or a weekend college, while others offer evening classes.

3. Public television instruction for a limited number of credit courses might be considered. Innovations in the credit hour might be explored.

4. Two-year colleges might cooperate with four-year institutions in arrangements that permit some cross-registration in courses.

5. Special provisions for articulation between two-year and four-year schools could be arranged so that the junior and senior years are attractive and readily available to students who wish to pursue a Bachelor's degree.

6. Labor union leaders, community staff, or company personnel might be used as teachers or special guest instructors in programs.

7. The cooperating institutions may find it helpful to meet regularly to share information on student counseling services, financial aid, improved registration or other administrative procedures. Perhaps a common understanding for the pooling of resources such as audio-visual would be feasible.

8. Instructional development which included successful teaching techniques for this audience could be undertaken cooperatively.

9. One school or another might develop course modules dealing with labor problems or other aspects of employment which could be shared.

Implementation

In order to assist the regional programs, some statewide staff will need to be available for start-up arrangements and for recruiting students. Other aspects of implementation would include:

- establishing advisory committees of representatives of the institutions and the labor unions, community groups, business organizations and perhaps students, interested in programming for wage-earning women.
- selection of pilot schools for testing the project
- assessing the resources and needs of the region
- introducing the project to the working women: initiating conferences, offerings of non-credit programs or adaptations of credit courses may be required before these women wish to enroll in an institution.

Primary to the proposed network will be the interest among institutions in cooperation. Its strength and importance will lie in its ability to avoid duplication or competition in the region, to utilize facilities and experience that would otherwise be under-utilized, and to exchange information and develop new approaches cooperatively.

APPENDIX C

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